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ABSTRACT

This brief paper reports on recent workshops and conferences on faculty roles and responsibilities held as part of continuing efforts in the Illinois Board of Higher Education's Priorities, Quality, and Productivity initiative. Introductory paragraphs recall the establishment of the initiative and earlier events and efforts. A report on two workshops held in 1994 to exchange ideas and information notes that discussion centered on faculty development, breadth of faculty contributions, and incentives and rewards. A description of a 1995 conference on faculty roles and responsibilities reports that the conference took its topics from the 1994 discussions and that there was especially keen interest in instructional development and the departmental context, and in evaluation, particularly peer review. The description notes three papers that participants received before the conference, offers summaries of the opening session on a broader conception of scholarship that would define teaching as a scholarly activity, and describes three discussion sessions on peer review and evaluation, faculty development and support, and encouragement and rewards for instructional excellence. The report concludes with brief description of future plans. (JB)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FACULTY ROLES AND RESPONSIBILITIES: UPDATE ON RECENT ACTIVITIES AND PLANS

The purpose of the Board of Higher Education's Priorities, Quality, and Productivity (P•Q•P) initiative is to enhance the quality and productivity of higher education in Illinois through priority decisions and choices. This initiative has recognized that the insights and actions of faculty--the individuals most closely connected with institutional programs--are critical to institutional quality and productivity considerations. Faculty salaries and related personnel expenses constitute a significant part of institutional budgets and, therefore, even small changes in faculty roles and responsibilities can have significant campus-wide impact.

In September 1993, the Board of Higher Education considered the staff report *Enhancing Quality and Productivity in Illinois Higher Education: Faculty Roles and Responsibilities*, which examined the roles and responsibilities of faculty, as well as recent efforts undertaken in Illinois and across the United States to improve the quality and productivity of faculty contributions. The report showed how traditional practice--whereby faculty who are trained in specialized disciplines and have multiple responsibilities for instruction, research, and public service--is intended to support quality and productivity goals. The report also noted that Illinois institutions have made considerable use of a number of staffing practices to achieve greater cost efficiency, such as hiring non-tenured and part-time instructional staff and transferring traditional faculty duties to other academic staff. However, increasingly there had been concern that reliance on such practices could result in the deterioration of educational quality, and that a broader examination of faculty roles and responsibilities needed to be undertaken.

The September 1993 report noted that since surveys have consistently shown that faculty work between 50 and 60 hours a week, the greatest potential for advancing productivity and quality is not in increasing faculty workload, but in making choices among types of faculty activities, as well as implementing innovations that increase the effectiveness of faculty efforts. Innovations might include, for example, curriculum modifications and effective use of instructional technology. In addition, the report noted that in recent decades, many colleges and universities have increased emphasis on research while decreasing emphasis upon instruction. The trend has been supported by professional and institutional rewards and incentives, although educators increasingly are questioning this trend and exploring program initiatives and incentives to shift faculty efforts back toward instruction, and to better support institutional mission.

Following the Board's September 1993 report, attention was given to assisting institutional efforts to enhance faculty roles to ensure that faculty contributions were supporting institutional missions and goals. In April 1994, the Board of Higher Education sponsored two workshops to exchange ideas and information. Discussion centered around three topics: faculty development, breadth of faculty contributions, and incentives and rewards. Participants in the two workshops (one in Springfield and the other in Chicago) included members of the Faculty Advisory Committee and presidents, chancellors, academic officers, deans, department chairs, and faculty leaders from 25 public and private institutions. Some of the ideas and issues discussed at the workshops were presented in a May 1994 Board agenda item, *Faculty Roles and Responsibilities--A Status Report*.

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The 1994 Workshops on Faculty Roles and Responsibilities

Faculty development was the first of three topics at the 1994 Workshops on Faculty Roles and Responsibilities. Almost all institutions offer programs to enhance and renew faculty skills. Participants agreed that faculty should be regarded as a long-term investment. Accordingly, while the use of part-time, adjunct, and temporary faculty aid institutional flexibility, they can be used at the cost of instructional quality. Participants also felt that faculty development activities could encourage a sense of departmental community. In addition, the sabbatical leave can be an effective form of faculty renewal, although participants acknowledged that sabbaticals should be flexible to accommodate the needs of individual faculty.

Participants also discussed the breadth of faculty contributions. Faculty value different forms of scholarship, and different institutions will have different priorities. The discussion reflected the four types of scholarship identified by Ernest Boyer in *Scholarship Reconsidered: Priorities of the Professoriate*: the scholarship of discovery, application, integration, and teaching. Colleges and universities can best respond to demands for accountability when faculty productivity is broadly defined to include the four areas of scholarship. Faculty productivity should be consistent with institutional mission, and meaningful and reliable methods of evaluation need to be implemented to encourage the different forms of scholarship. Participants suggested that peer evaluations, teaching portfolios, and alumni interviews and surveys could be reliable forms of evaluation. Furthermore, multiple forms of evaluation should be used, and rewards and incentives should be established to encourage the different forms of scholarship.

Participants agreed that incentives and rewards should be consistent with campus mission, and that rewards and incentives should place greater emphasis on teaching. Rewards for faculty contributions are most strongly reflected in policies for hiring, promotion, tenure, and compensation. However, non-salary awards (e.g., release time, travel funds, equipment, student help) also can serve as important incentives and rewards. Some participants suggested that rewards might be most effective when given to departments or academic units rather than to individuals. Participants mentioned a variety of other forms of rewards and incentives: awards for excellence in teaching, recognition of teaching excellence in campus and state-level publications, formally organized teaching/learning centers, and academic resources that are directed to the enhancement of instruction.

The May 1994 *Status Report* highlighted future activities. In particular, universities would be expected to develop plans for enhancing faculty contributions to institutional mission and to implement strategies in the areas discussed at the spring conference, that is, faculty development, breadth of faculty contributions, and rewards and incentives. In addition, colleges and universities should review existing faculty policies to ensure that these policies are consistent with campus mission and priorities. Any plan for enhancing faculty contributions to institutional mission should include reliable methods for assessing those contributions. Colleges and universities should develop such methods in order to encourage different forms of scholarship and to provide an explanation of faculty work to external constituencies. Also proposed as a next step was that the Board of Higher Education should organize follow-up conferences to assist institutions in sharing information and experiences regarding faculty roles and responsibilities. In April 1995, the Board of Higher Education sponsored such a follow-up conference.

The 1995 Conference on Faculty Roles and Responsibilities

Topics for the 1995 conference on faculty roles and responsibilities followed from the three discussions in 1994 and were further defined by consultation with the Board's Faculty Advisory Committee. This year the topic of faculty development was narrowed to instructional development and included an emphasis on the departmental context. The topic of evaluation, and more specifically peer review, was addressed this year in response to the interest generated in 1994. The many concerns

that emerged from the 1994 discussion on incentives and rewards were addressed this year focusing on institutional strategies which can bring rewards in line with institutional mission.

The goal of the 1995 conference was to provide an opportunity for participants to exchange information and experiences on these three topics. Knowledge of activities and programs at various institutions can help colleges and universities develop their institutional plans for the enhancement and support of undergraduate instruction. Those who were invited to the 1994 workshops were invited to the 1995 conference. Altogether, 105 people from 21 institutions attended.

Prior to the conference, participants received three papers which served to stimulate conversation for the three discussion sessions. For the session on instructional evaluation and peer review, participants read Susan Kahn's article, *Better Teaching Through Better Evaluation: A Guide for Faculty and Institutions*. Also provided were two excerpts from the forthcoming American Association for Higher Education publication, *From Idea to Prototype: The Peer Review of Teaching*. Jennifer Quinn of the Board staff prepared a paper for the second session, entitled *Faculty Development and Support: An Overview*. The paper for the third session, entitled *Providing a Context that Supports Teaching*, was prepared by Karen Mann, Professor of English at Western Illinois University and an administrative fellow at the Board of Governors for the 1994-95 academic year. Participants were grouped by broad disciplinary categories for the first two discussion topics and by institutional type for the third topic. Members of the Faculty Advisory Committee served as discussion leaders. Below are summaries of the opening session and the three discussion sessions.

The conference opened with comments from Russell Edgerton, President of the American Association for Higher Education. Dr. Edgerton provided a national and historical perspective to current conversations about the roles of the professoriate. He noted that two main ideas coalesced in the early 1990's which served to provide a framework for institutional change. The first idea, represented by Ernest Boyer in *Scholarship Reconsidered*, calls for a broader conception of scholarship that would define teaching as a scholarly activity. The second idea recognized that if teaching is viewed as scholarly work, then the approach to teaching and the evaluation of teaching would change.

Dr. Edgerton suggested that four changes would occur if teaching were viewed as a scholarly activity that can be subjected to evaluation. First, the distinction between evaluation within personnel processes and evaluation for professional development would disappear. Each instance of evaluation would be an opportunity for improvement and a record of that improvement would be evidence of one's growth as an instructor. Second, an individual course would be viewed as a scholarly product. Just as a research project has a hypothesis, methods, and results, so a course can be evaluated by its design, enactment, and results. Third, the roles of faculty would change. Faculty would become peer reviewers, just as they are for research products. Fourth, evidence of teaching excellence would change. Student evaluation forms would become just one source of evidence regarding the quality of instruction, supplemented with results from peer reviews.

Following the opening comments, participants gathered by broad discipline groups to continue discussion of peer review and evaluation. Participants noted that faculty and administrative commitment is required to initiate a system of peer review, and that collegiality is a key to effective implementation of such an evaluation system. Faculty welcomed ideas for bringing a sense of collegiality to the teaching role. One faculty member suggested that evaluation might be less threatening if it were done over a period of time. This would allow a comprehensive view of one's teaching rather than a snapshot. Some participants raised questions about a peer review system: Should evaluation be based on quantitative or qualitative evidence of teaching? How does one manage the time-consuming nature of peer review? Should peer review be used to make personnel decisions (i.e., promotion and tenure) or should it be used to provide informative feedback to the instructor? Other participants reported that their institutions already have a system of peer review and offered to share their experiences with others.

Regarding faculty development and support, participants shared many ideas for enhancing instruction. Several faculty use techniques that allow them to continually monitor the progress of students in their classes. Several of these techniques are presented in *Classroom Assessment Techniques: A Handbook for Faculty*, by K. Patricia Cross and Thomas Angelo. Others emphasized that faculty development must be a permanent part of the institutional structure. Many institutions have established teaching/learning centers. The resources of teaching/learning centers might be more effectively utilized if the staff of such centers reached out directly to departments, helping them to plan instructional development activities within the context of the discipline and the departments' needs and objectives. Directors of teaching/learning centers want to be responsive to faculty needs, but also need to respond to institutional priorities. Overall, many faculty believed that issues of faculty development must not be separated from other institutional processes such as hiring, staff planning, and program review. Job advertisements should reflect institutional mission and priorities in order to attract faculty whose interests and expectations are compatible.

The third discussion session focused on strategies that institutions can implement to encourage and reward instructional excellence. Again, the idea was expressed that evaluation and peer review may best be addressed within the context of program review. Participants reiterated that the changes in faculty roles and responsibilities must be accompanied by changes in the structure and procedures of the institution. Focus statements, priorities, faculty assignments, and rewards must all support strategies to improve the quality of instruction. Most participants agreed that much more could be done to establish appropriate rewards for faculty work, reallocating resources to faculty development, and developing meaningful evaluation systems. A sense of mission will create consensus in determining the right strategies for a particular institution. Some individuals shared strategies already in place at their institutions. Faculty seminars (requiring release time and stipends) are an effective means of sharing teaching ideas while fostering collegiality. Computer technology also has potential for engaging faculty in a variety of instructional enhancements.

Next Steps

Discussions about faculty roles and responsibilities occur within the context of P•Q•P and are central to the state's priority to improve the quality of undergraduate education. This priority is reflected in the topic for the Undergraduate Review Reports, due in summer 1995, in which public colleges and universities will evaluate the quality of undergraduate education, in part, through an examination of rewards and incentives and the weight given to undergraduate teaching during promotion, tenure, and compensation decisions. In addition to the Undergraduate Review Reports, colleges and universities also will submit institutional plans to enhance and support faculty contributions to institutional mission. These plans will be part of their August 1995 P•Q•P reports. The institutional plans will be summarized in the November 1995 Board agenda item.

Board of Higher Education staff solicited reactions to the 1995 conference through evaluation forms. Responses indicated that faculty and administrators would welcome and benefit from future conferences. They would especially like to learn of model programs regarding faculty roles and responsibilities from Illinois institutions as well as from institutions nation-wide. They suggest that workshops and discussion groups of a small size are effective means for learning new strategies. Others suggested that a broad representation of faculty and administrators who have potential to become campus leaders should be invited to future conferences.